



EDUCATIONAL SUPPLEMENT
New Printing House Square, London WC1X 8EZ, Telephone 01-837 1234

Order in Court

Comments on the Court report on child health services are beginning to surface (page 3).
The view of the National Children's Bureau are strongly marked by a desire to counter what they see as empty building by the doctors: shades of the battle fought (and lost) by the medical officers of health for domination of the social service departments when the Seeborn reorganization was carried out.

What can you do to improve the quality of education? SIR RONALD GOULD, general secretary of the National Union of Teachers for 23 years, sets out the ways in which teachers, parents, central and local government can help. This is an abridged version of the Joseph Payne memorial lecture he gave earlier this year.

Where there's the will...

If we are going to achieve real quality in education, we must have every person involved directly and indirectly should ask and answer the question, "What is my group or what am I going to do about it?"
I begin with the teachers. This is not because I think them most important in securing quality education, for, strangely enough, I do not. I agree with Professor Halsey whose research shows that educational quality was not teachers or curriculum but social situations, motivation and support from the family and community. But I start with teachers lest any should think I am placing the burden of improving quality on others.

DES opens Race Act loophole

The Government intends to continue to demand higher tuition fees and boarding charges from overseas students, despite the passing of the Race Relations Act last year, designed to make discrimination on the basis of nationality unlawful.
The section of the Act provides a loophole for the Government's policy. Section 41(2) lays down that discrimination on the basis of nationality is acceptable so long as it has been approved by a Government Minister.

Ombudsman ticks off Windsor headmaster

The headmaster of Windsor Grammar School has been criticized by the local government ombudsman for giving misleading information to parents.
Three separate reports from the ombudsman say parents suffered in justice because of the headmaster's information. Berkshire County Council is also rasped for failing to clear up the confusion over the allocation of grammar school places to boys last year.

Call for Royal Commission on children

A Royal Commission to look into the best way of meeting the needs of children has been called for by the National Children's Bureau.
In their comments on the report of the Court Committee which looked into child health, the NCB urge a commission which would look into the "emotional, social and educational" needs of children within the family, school and society.

Cane does little to help

There is little evidence that corporal punishment helps discipline in schools, the British Association of Social Workers said this week.
While it continues to be used by teachers, more appropriate means are left untried. With disturbed children corporal punishment only aggravates their distress and makes the remedial and rehabilitative task much more difficult.



Display of weapons mounted by the Society of Teachers Opposed to Physical Punishment.

Public school goes public

Somerset County Council wants to adopt a former public school and turn it into a comprehensive. County officials will be meeting Mrs Shirley Williams, Education Secretary, later this year to discuss the plan.
The school, Wellington School near Taunton (not to be confused with Wellington College), will also admit girls if the scheme is approved. Wellington decided not to go independent when the Government abolished its direct grant status. It opted for the state system and became a voluntary aided school, according to Lieutenant-Colonel Tony Dawson-Bronan, chairman of the county education committee. It would not be an outfit school, he said this week. And neither would it cream off the brightest children from comprehensives.

Letter to the Editor

White Lion fights back

Sir—Mary-Lou Clarke's long letter ("White Lion's Misdirected Rage", August 5 and 12) avoids comment on the main point of my article ("Stop Playing God", July 29) which was a criticism of the secretive methods and dishonest political practices of the authority and many of its members.
Instead she suggests (not for the first time) that there are lots of "units" like the free school all over London, and that "alternative education" is to be found "extensively" within the ILEA itself.
Now it does not depend how one defines "alternative". In the ILEA, for the last five years the main criterion for supporting alternative education schemes is that the children involved return to ordinary schools as soon as possible. In practice of course this seldom happens, but those working in the projects do accept it as a paper aim; this defines their purpose as rehabilitation or "treatment" by implication labelling the children concerned as in some senses misfits.

Am I then against changes in techniques? Not at all. My objections are to the false antitheses presented: modernists versus traditionalists, cowboys versus Indians, goodies versus baddies.

And this is important, for the more others determine in detail what teachers should do, the lower their professional status. It is important to children too. For education related to the needs and ability of individual children cannot be determined by remote authority, but only by the teacher who knows the child's precise needs.
Third, teachers must be clear about the methods they use so that they can justify them. For this there is but one test, effectiveness. Any teacher will admit that education suffers as much as the rag trade from swings in fashion. Any teacher will admit that there is a vast army of self-styled curriculum experts, usually without actual teaching experience, who have a vested interest in change.
Most teachers will admit too, that there is a minority of teachers, who, like the Epicureans of old, "spend their time in nothing else but to talk or hear some new thing". And most teachers will readily admit that the pressures of change have been enormous, so that some have adopted new techniques against their better judgment and others have been bewildered by the multiplicity of the demands for change.

Girls more likely to move on

Girls are much more likely than boys to leave school at 16 and carry on their studies in a further education college, according to new figures from the Department of Education and Science.
The figures show that the number of girls aged 16 and 17 doing full-time courses in further education jumped from 57,000 in 1973 to nearly 80,000 in 1975. By contrast, the number of boys doing so rose from 43,000 to 61,000. The trend was most marked in the South West where over 15 per cent of all 16 and 17-year-old girls were in further education in 1975, compared with under 8 per cent in 1973.

DES asked to think again

The Department of Education and Science has been asked to reconsider its plan to change the way cash is allocated to the voluntary youth service, village hall and community centre projects.
The plea comes from the National Council of Social Services, on behalf of the affected bodies. It believes the level of financial support for voluntary projects will fall if local authorities are made wholly responsible for giving grants in a difficult financial climate, says the NCSS.
"The DES contribution of 50 per cent acts as a powerful incentive in itself to provide services, but this incentive will be removed under the new scheme."

Ulster falls down on undertaking to the under-fives

The Government has abandoned a firm target for providing more nursery school places in Northern Ireland, despite an admission by Lord Melchett that there are not enough places for under-fives.
The target was set by the Minister for Education in the power-sharing Executive of 1974. He envisaged nursery schools for all who wanted them, though he assumed the demand would be satisfied by 100,000 places for half of all three-year-olds and 90 per cent of four-year-olds. He said it would take 10 years and cost about £13m.
Although the Executive collapsed only weeks after Mr Melchett's announcement, the policy was made official in a circular issued by the Department of Education in September 1974. This gave a firm figure of 18,000 new places, the equivalent of 33,000 children since it was envisaged that only 15 per cent of children would be full-time.
A discussion paper entitled *Day Care and Education for the Under-Fives* makes clear that the previous target has been dropped when it says: "It has been assumed in the past that full nursery provision would be achieved for all children whose parents want it if places were available for 90 per cent of three-year-olds and 50 per cent of four-year-olds."
Instead, the discussion paper, issued last month, substitutes a vague hope that progress can be made. As Lord Melchett says in his foreword: "In fact, provision for the under-fives in Northern Ireland is inadequate, and my intention in publishing this paper is to secure a commitment from every-one concerned to improve the position as fast as we can."

Shire decides

Shire County Council met to decide whether to back the final stages of reorganizing schools on comprehensive lines.
The council will vote on the proposal this year. The council is currently in the third attempt of 40 years to reorganize its schools to comprehensives.
Conservative councillors on the council want to hold a referendum until the local government comes into office.

Minders kick off week of fun

A national childminders' week, organized by the National Childminders' Centre, Huddersfield, starts tomorrow.
Childminders may be looking after up to 300,000 babies and small children even at the height of the summer. Mr Brian Jackson, director of the National Educational Research and Development Trust, which is sponsoring the venture, said this week.
"Childminders sit below the salt on the educational table, yet few people, lecturers or professors, ever stop to think of their influence on a child as they might," Mr Jackson added.
The National Children's Centre was established just over two years ago in an old bus depot on the outskirts of Huddersfield. It now has 20 full-time workers, paid by the Job Creation scheme. Though problems concerned with childminding and minders are a major concern, it also monitors other projects relevant to maintaining communities in industrial neighbourhoods.
The discussion document proposes no solution to this financial problem. "There is, of course, no getting away from the fact that we are discussing extra expenditure against a background of severe restraint on public expenditure," writes the Minister.
The paper does not assess the demand for pre-school facilities, but it is clearly large. Altogether 8,600 children attend playgroups and child minders, 3,700 are in nursery schools and classes and 18,500 attend primary schools. This still leaves some 110,000 children who have access to no formal pre-school experience at all.

More letters, page 10

LETTERS

Now who's distorting the facts?

Sir—I read with some interest Dorothy Kuya's article "The unacceptable face of publishing" in your issue of July 22. I am afraid that by misquoting she has been guilty of that very distortion of the truth about which her article is concerned.

She refers to an "O level general paper, used in Liverpool in 1974" which, "among many slanted questions asked the student "to consider the problem posed in Britain by coloured immigrants. Discuss how successfully they are being tackled."

Not only is she guilty of distortion by misquotation but she prefaces her reference to it by the pejorative phrase "among many slanted questions". Now I have just reread the whole paper, which just reread the whole paper, which just reread the whole paper...



"Cor, that's great, Nigger... I think I'll do sign writing for my work experience course too."

Speaking the same lingo

Sir—I am worried to find myself agreeing with John Roe: I usually find his views too reactionary in my taste. However, he is right to draw attention (July 29) to the Green Paper's reference to modern languages, and in particular to its suggestion that a language should "find a secure place" in the secondary curriculum "for as high a proportion of pupils as is practicable".

language teachers accept that they must deal with as wide an ability range as their colleagues, then the accusation that languages are an elitist subject, with no place in the comprehensive school, will be perfectly justified. What we would like to see, though, is a recognition of the fact that the increase in the teaching of language which has followed comprehensive reorganisation has never been matched by an increase in the resources, both human and financial, which are needed to make it work.

One man's view is another's poison

Sir—What, precisely, is meant by the adjective "racist" in the context of teaching materials? Your contributor Dorothy Kuya cites, as an example of racism, an examination question which asked a candidate to "consider the problem posed in Britain by coloured immigrants".

And surely the only way to give students a balanced view of the "facts" is to let them have access to both sorts of bias. It does no good to label one sort of bias "racist" and the other "non-racist". As an EFL teacher dealing with multi-national classes, I am constantly having to present texts which might be offensive to some of my students. For example, I have never found any difficulty in explaining that this is how these events looked from a European point of view.

findings of any responsible research into teachers' attitudes to black children in the classroom? It would be difficult to find the "imperialist or self-indulgent distorting facts" in textbooks on mathematics, the sciences or foreign languages. Your contributor's strength, however, lies in other people's culture and in political and social issues where the Green Paper gives us some support in stating that the curriculum should reflect a sympathetic understanding of the different cultures and races that now make up our society.

Specialists rule in land of science

Sir—Bob Doe asks if "biology, chemistry and physics will merge into integrated science". Not in the comprehensive school in which I teach. Just the opposite.

There's more to choose from than CEE

Sir—On my return from holiday I have just seen Paul Norgate's article "Waiting for CEE" (July 1) and would wish to make the following comments. A level to whose historic use as a university entrance examination is being added service as a school leaving certificate, is not necessarily to approve CEE, which was intended for an entirely different category of pupil (CSE 2-4).

Wildly out about Monkton Wyld

Sir—I protest most strongly at the heading "Running Wild" (July 2) prefacing Betka Zamojska's piece about Monkton Wyld progressive school, Charnmouth. This was an unworthy attempt to sensationalise, indeed, were the opening paragraphs concerning sex, drugs, and the quotations from a boastful teacher.

Governors: minor and major points

Sir—You have had correspondence about minors (persons under the age of 18) acting as school managers or governors. I wish to cite just two instances as to why minors cannot so act as a matter of law.

In-service 'nirvana'

Sir—With the news that the Government is officially expecting 36,500 unemployed trained teachers in September, it is with regret that the Professional Association of Teachers recalls the warnings it made 18 months and two years ago that such astronomical figures were to be expected in 1977.

Tell us if you liked our poems

Sir—Teachers and schools from different parts of England, Wales and Scotland bought the book of poems published by this centre which was sympathetically reviewed in your paper. We would be very interested to know how they used the book, how successful or otherwise it was and what the children felt. Did any children write a review of it? Any feedback would be most useful. We have a particular interest in child-produced reading materials and would like to share experiences with other teachers who have been involved in this.

Governors: minor and major points

First, it is not unknown for managers or governors to enter into contractual undertakings, e.g. the purchase of goods or the hiring out of school premises. A minor cannot contract except as in necessities. Secondly, it is not unknown for managers or governors to act as trustees of charitable declarations of trust for money (more commonly known as school funds). Again, a minor cannot act or personate the duties of trustee.

Wildly out about Monkton Wyld

It is true that if A level is "the only sixth-form qualification available" the constraints in choice of course are too severe, but it is not true, as Mr Norgate implies by omission, that CEE is the only existing post-16 alternative to A level. MICHAEL AUSTIN, Assistant Principal, Nelson and Colne College, Lancashire.

Governors: minor and major points

One of the major contributory factors is that local authorities, at that time, were faced with an overall 42 per cent increase in their budgets for teachers' salaries, and while teachers are worthy every penny of their present salary, and I would argue, even more, in the present economic situation we cannot have our cake and eat it.

In-service 'nirvana'

At Monkton Wyld, children have wonderful science laboratories, play rooms and cookery facilities. I (unmentioned by Ms Zamojska, who seemed obsessed to discover the sleeping arrangements) and as vegetable plots, beehives and so on. Children may compare this to the academic course—compare this to the academic course with your average comprehensive with 40 bored pupils to a class.

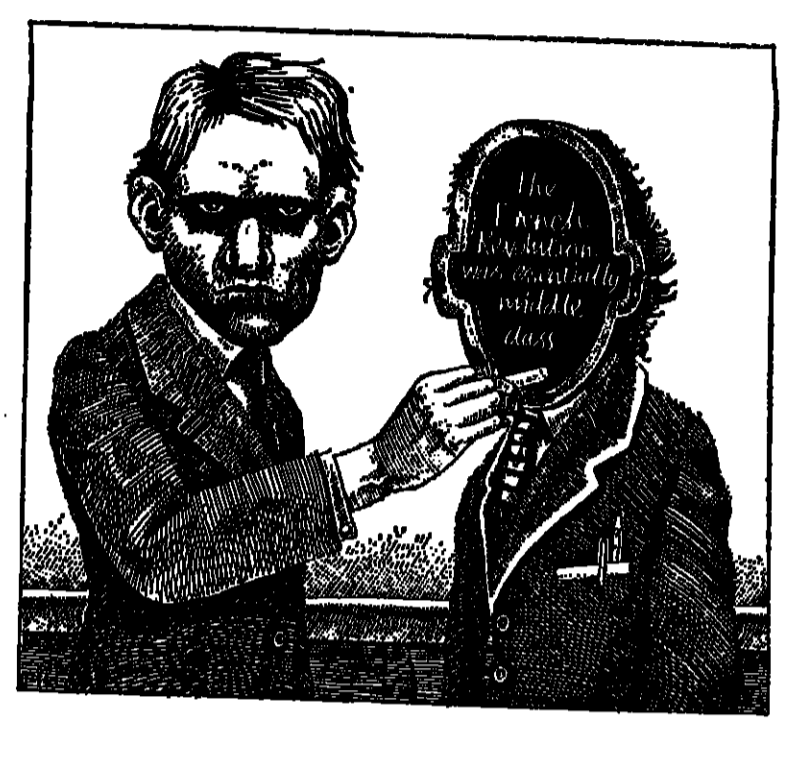
MALCOLM C. BARKER, Baynham Court Farm, Wick, Near Dursley, Gloucestershire. R. M. CANEKERATNE, Wellingborough, Northants.

IAN MITCHELL LAMBERT, Secretary, Professional Association of Teachers. VAL HENNESSY, 117 Harrington Road, Brighton.

Letters for publication should be sent by Tuesday morning at the latest. They should be as short as possible and should be written on one side of the paper only. We reserve the right to cut or omit them if necessary.

Transmission or Interpretation?

Frank Sedgwick on the effectiveness of two teaching styles



Peter Till

The boys in this grammar school classroom are 16, and preparing for a public examination. The master has lectured efficiently for 20 minutes on the reign of William Rufus, and now he is going to test their knowledge and, more important, the effectiveness of his teaching. His questions are delivered staccato: "When did the Conqueror die? ... Why was William Rufus's claim to the throne questionable? ... On which contemporary chronicler do we depend for an account of Rufus's death? ... When did that death take place? ... Where?"

the personal engagement of modern man with what he knows of the past. In a school like mine—a first school with an age range from five to nine—such an approach would be useless, especially with all those children who come to us from homes which have encouraged only monolithic answers to questions; where conversation has consisted of demands from adults requiring one-word answers and prompt activity from the children.

"What's this, now jot it down and when we get back to school we'll do this", and that's not fair. I think you should be allowed to do... look and think of things and when you get back to school you're asked questions like that. Michael: Write your own essay on it. Alison: Rather than just have to do it up there 'cos then when you... get back to school you get hardly anything to do. Michael: Mm... you can... well, Alison had, when they went out they were allowed to do... three things to do, write an essay about it, draw a picture, or do a painting, or even—make a model. ... In our activities lesson on Wednesday we're allowed to do what we like, make models, draw pictures, finish off work—not homework! Hm! ... and then at the end of the term, we vote for the best model.

Alison: At woodwork you... they had to make something out of—what was it?—perspex. Michael: Yeah, we... Alison: And they voted for it at the end of the term. Teacher: What's the paper? Alison/Michael: It's plastic... Alison: Glass stuff... Michael: Looks like glass... Alison: You moulded it, didn't you? He made a necklace for me with... Michael: We didn't mould them, just stuck them together, shaped them, 3in x 4in squares, stuck them together. We had the freedom of the shape whatever way we could cut it. I shaped a letter "A" for Alison... Teacher: Suppose a grown-up complains that the freedom he gets is not enough and... he thinks he ought to have more freedom. Two questions: (1) Who is it who's restricting his... do you know what I mean by restrict? Alison/Michael: Yes. Teacher: Who is it who's restricting his freedom? and (2) What other things about life stops adults having the freedom they may want? Michael: Well it's me mum that's restricted, not me dad. She's restricted from Andrew and Philip because they get up... might get up... get up in the night... and us two might not be able to cope with them, so she has to stay in and can't go out. She likes to go out once or twice a week. Womens' Football and all on them. Their teacher says,

Fred Sedgwick is headmaster of Swing Gate Primary School, Berkhamsted.

DECCA

VISION IN EDUCATION

When it comes to television in the classroom, you cannot do better than view the Decca range. We can supply off-air and in-line colour monitors and receivers for almost every application. We are exhibiting and demonstrating our full range at Ed Tech including:

- 26" in-line monitors with fully isolated chassis and 20 AX inline gun tube.
- PC 66/65/AL full off-air line monitors.
- TVS 11 Television Sound Receiver as supplied to the RNIB.

Decca at Ed Tech—well worth viewing.

Decca Radio & Television Ltd.,
Neachells Lane, Willen Hall,
West Midlands, WV13 3RW

'A picture is worth 1000 words'

EDWARD PATTERSON ASSOCIATES LIMITED
Inspect our selection of slides, filmstrips, multi-media programmes and 16mm films from the world's great film-makers.
Catalogues available without charge.



Edward Patterson Associates Limited
88 Copers Cope Road,
Beckenham, Kent. Tel. 01-855 1515

AT STAND 19 EDTECH 77

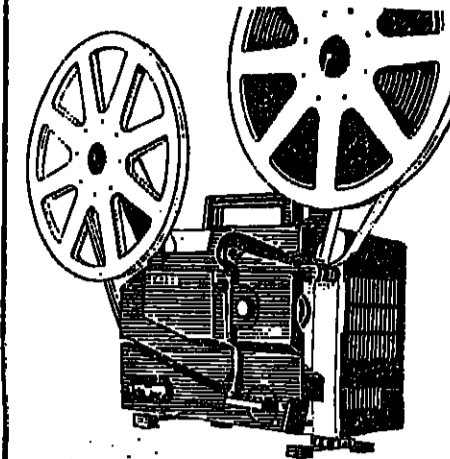
THE TIMES EDUCATIONAL SUPPLEMENT

The World's Largest Circulation Educational Newspaper
Every Friday Price 18p

See us at EdTech 77 on Stand 8

where our representative John Ingram will be pleased to answer your questions.

NEW! ELMO 16-CL CHANNEL LOADING PROJECTOR



The Elmo 16-CL is a new concept in 16mm projector design. It offers super-fast channel loading and instant rewinding through the gate. Threading is simply instant—no experience being required.

The portability and simplicity of this lightweight compact machine make it the ideal sound projector for schools, lectures and sales conferences. Superior image quality, clarity of sound, reliability and whisper quiet running—complete the remarkable specification of this new sound projector.

Send today for brochure to: Professional Division, C.Z. Scientific Instruments Ltd., P.O. Box 43, 2 Elmore Way, Borehamwood, Herts. WD8 1NH. Tel. 01-853 1088.

We know you can't all attend ED. TECH. 77

where our latest products will be displayed on STAND No. 20



So please write for details to:-
DIANA WYLIE LTD.
3 Park Rd., Baker St., London NW1
Tel. 01-725 7535 & 3530

OCCI FOR RESOURCE CENTRES SPECIAL PROJECTS AND PUPIL RECORDS

visit **ISS INFORMATION SYSTEMS AND SERVICES LTD** on stand 43

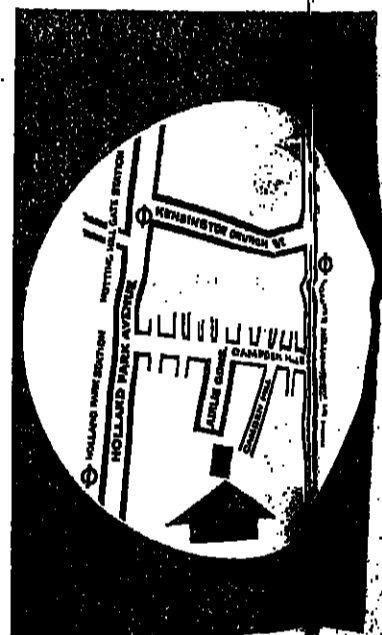
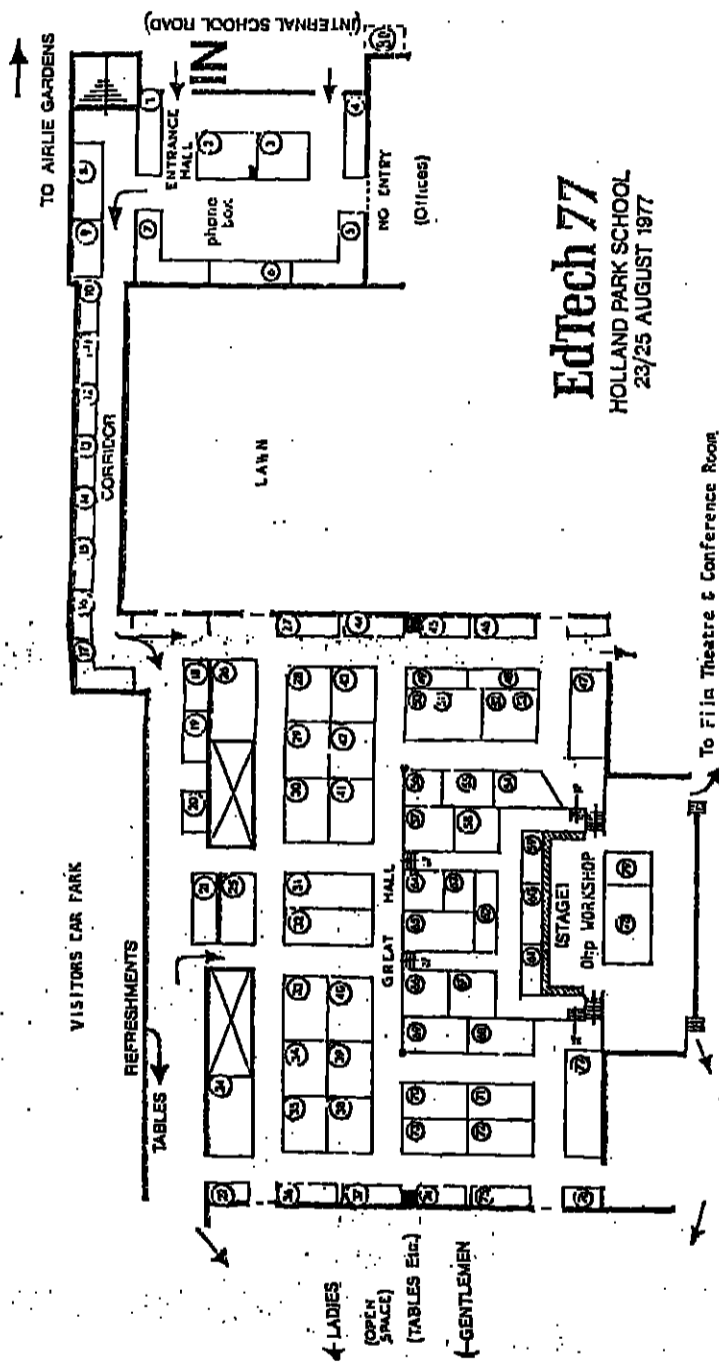
We are now the suppliers of the "JOLLEY SYSTEM" of Optical Coincidence Co-ordinate Indexing. Find what you need when you need it—Now, more than ever before, schools must make full use of the resources at their disposal. Our indexing and retrieval systems help both staff and pupils to make the Resource Centre really work! The feature card system is particularly suited to the cross-disciplinary approach inherent in Resource-based learning.

We offer a service ranging from simple card files through edge-notched systems and OCCI systems to computer techniques, packages and services.

For details of Complete OCCI systems, including:

- Cards
- Light Boxes (also highly useful for examining slides)
- Strip Indexes
- Punches
- Card storage units

ISS, 118A MANLY ROAD, WEST HARTSLIP, SOUTH AFRICA 2012/1



Seventy companies will be exhibiting in EdTech 77 including:-

- 27 E. J. Arnold & Son Ltd.
- 72 Aiwa Sales and Services (U.K.) Ltd.
- 76 Amplification & Recording Cambridge Ltd.
- 10 Audio Learning Ltd.
- 48 ABBS Film Production & A.V. Services
- 45/46 Baird & Tatlock Ltd.
- 26 W. J. & M. Baylis Ltd. (UHER)
- 35 Buckley Displays Ltd.
- 52/53 British Olivetti Ltd.
- 34 Cybervox Ltd.
- 18 C. Z. Scientific Instruments Ltd.
- 31 Celtic Educational (Services) Ltd.
- 22 Climpex Ltd.
- 42 Compelec Electronics Ltd.
- 54/55 Concord Reprographics
- 57/58 Computer Workshop
- 62 Cintron Group
- 36 D. R. H. Screens Ltd.
- 7 Fergus Davidson Associates Ltd.
- 47 Decca Radio & Television Ltd.
- 63 Digital Equipment Ltd.
- 37 Dynamic Electronics Ltd.
- 67 EFVA/NCVAE
- 29 ESL Electronics Ltd.
- 30B EdTech Exports
- 28 Elite Optics Ltd.
- 59 George Elliott Sons Ltd.
- 80 Feedback Instruments Ltd.
- 70 The Force Ten Co. Ltd.
- 41 R. W. Friedel & Co.
- 39 Fraser Peacock Associates Ltd. (3M)
- 74 Sir Howard Grubb Parsons & Co. Ltd.
- 43 ISS Information Systems & Services Ltd.
- 16/17 ITL VUFOILS
- 32 Ideas for Education Ltd.
- 61 Institute of Tape Learning
- 5 ICETT
- 1 Leybold-Heraeus Ltd.
- 66 A. M. Lock & Co. Ltd.
- 25 Magiboards Ltd.
- 40 Markerboard Supplies Ltd.
- 11 Management Games Ltd.
- 38 Louis Newmark Ltd.
- 49 North East Audio Ltd.
- 24 Photax (London) Ltd.
- 56 Portfolio Graphics
- 14 P.T.M.A. Ltd.
- 19 Edward Patterson Associates
- 68 Philips Electrical Ltd. (Audio Division)
- 69 Philips Electrical Ltd. (Video Division)
- 64 Radio Edinburgh
- 21 Roblan Visual Services
- 71 S.D. Systems Ltd.
- 65 Searle Bio-Science
- 73 Sebitron
- 77 Shure Electronics Ltd.
- 8 Sony UK Ltd.
- 15 Space Frontiers Ltd.
- 9 Specialist Audio Visual
- 75 Staedtler UK Ltd.
- 30A Stereoscopic Television Ltd.
- 78/79 Swan-Stabilo
- F/M Tape Teacher
- 33 T.H.D. Manufacturing Co. Ltd.
- 44 Tandberg UK Ltd.
- 8 The Times Educational Supplement
- 8 The Times Higher Education Supplement
- 50/51 Transdata Ltd.
- 4 Tutor Tapes Ltd. & Research Recordings Ltd.
- 12 Unico Engineering
- 60 Unilab Ltd.
- 67 Visual Education
- 13 J. Richard Webster & Associates
- 3 World of Learning Ltd.
- 20 Diana Wylie Ltd.

THE TIMES HIGHER EDUCATION SUPPLEMENT

The Leading Journal Serving Higher Education, will be publishing a special editorial preview on Friday, August 19th

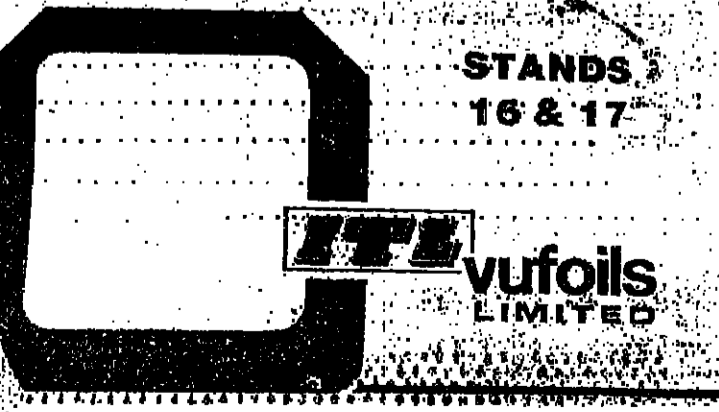
Every Friday Price 18p

See us at EDTECH 77 on Stand 8

Where Our Representative John Ingram Will Be Pleased To Answer Your Questions

VISUAL AIDS

from our prepared range or to your specification



Olivetti Jumbo Type
big letters type made learning! Whole of class can read!

A whole page of highly prepared text can be a daunting sight for many children, most especially for those who have trouble learning to read any text. And handwritten worksheets can be equally as hard to follow. But the simple type and the large words there are on a page, the child is for children to grasp what's being said.

So Olivetti has created a special jumbo-sized typeface for school use. This jumbo typeface is on a strong Olivetti manual typewriter that will withstand a lifetime of use. Such machine uses a 15" long carriage, so that you can feed in an A4 sheet horizontally, and an extra strong Olivetti stand makes it most suitable.

See for yourself at EdTech 77 the considerable advantages that Olivetti Jumbo Type can bring.

For more details of Olivetti products, please contact: Olivetti (UK) Ltd., 200 Harley Street, London W1N 1AA.

NEW RELEASES!

Fergus Davidson Associates to their range of Resources:

- 16mm Films (mainly primary)
- Records
- Study Prints
- Audio Cassettes

Pick up all the details specially prepared folder Stand at EdTech 77 at

Fergus Davidson ASSOCIATES LTD.
375 Euston Road, London NW1 1BA
Tel. 01-859 6524

EDUCHEM

-the growing name in chemistry education-

suppliers of laboratory apparatus and chemicals

PO BOX 1, ROMFORD, RM1 1HA
Tel. 01-590 4309/5494

See the new Tandberg EC 10 schools computer at ED TECH 77



Full demonstration of this and other Tandberg equipment on Stand 44.

TANDBERG

Education Division

TALKBACK

Examinations or life?

L Bruce Lockhart

For thousands of families August is a great strain. As the publication of O and A-level results draw near, the candidates lay elaborate plans to soothe their nerves...

So they give no time to learning the way of the world, and fail to understand the difficulties and preoccupations of ordinary mortals. The ability to get on with people requires imagination, sympathy, trustworthiness, charm, consideration and judgement...

In the Oxford and Cambridge Board's marking of nearly 100,000 scripts from my school...

The correlation between academic success and the ability to lead a happy and rewarding life is slender. When my ex-pupils return to visit their old school in their thirties, it is not the brilliant A-level man who arrives in a chauffeur-driven Rolls...

My successful graduates are indeed doing useful jobs. They have key positions in industry, medicine and engineering; they are

an essential and devoted part of our society. But these jobs call for sacrifices; their rewards are not often financial. The government which appeals for more good recruits to industrial management reduces the rewards and increases the difficulties year by year.

It is not a bad thing that the unacademic should have the opportunity for no less rewarding and successful careers. Headmasters sometimes receive letters from the managers of large firms asking them to send their best prefect type boys with only average O and A levels before or in preference to going to university...

The university years, of incalculable benefit to some genuine academics, can be a positive danger to others. Men and women with third class degrees can be more efficient and effective than those without degrees can be better than others. Of course the academic excellence associated with firsts is invaluable in the right job but too often such people believe their success has finished their education and they have no more to learn.

There is a case for availing in cooperation with industry, more technological courses which encourage creative inventiveness and practical application of knowledge. It is not a good idea to award a gold star (10 of these and they get a badge). The stars of course are on charts in the hall, to inspire the weaker brethren to greater efforts.

It is not very structured for a child with a reading age of 12 to read a Sheila McCallaghan piece, but it is enjoyable, and the children who can only just struggle through the first book in the series are pleased that their friends like it too.

Maybe if we left the reading level and comprehension cards in the drawer for a few days, pleasure in reading with the children, reading in school might become more relevant for everyone. Perhaps you should check that the books are accessible to even the smallest children, that there are enough quiet corners to hide away with a book in; and then let the children talk about the books which they have enjoyed and found useful.

There was one nine-year-old boy, not a very good reader, who was a couple of times to read to a group of five-year-olds. "I like it though," he said, "You feel needed." Philip it was a real pleasure.

Stephanie Ward is deputy head of Cherry Tree Primary School, Watford.



Pleasure in reading Stephanie Ward

A great deal has been written in the last few months about the lowering standards of literacy in primary schools; rather less has been said about the greater possibilities for the enjoyment of books.

It is pointless to edge children through the process of reading (until their reading age is government approved), unless somewhere along the way they manage to cultivate a love of books.

Of course the mechanical skill of reading is important: adults have to read forms and signs and occasional words of infinitum, and no one in their right mind would question that. But it seems almost criminal that for many children their proficiency at recognizing words in print is set forward as the main reading goal, and to this end some teachers set about creating an obstacle course of petty rules and regulations designed to put children off books for life.

Another teacher did not want a book corner in her classroom because the children would slouch about on the floor and make the books unhygienic.

those big books, looking at the pictures or taking books home for the family to read aloud.

The library in this school has been made a privilege but not a burden, children are permitted only one book anyway, and they cannot borrow another one until they tell the teacher what the original one was about. They are awarded a gold star (10 of these and they get a badge).

After negotiations between the child's teacher and the teacher in charge of the library, normal borrowing rights were resumed, with this proviso from the library side: "When Amanda comes into my class she'll do a shelf or goes with me to the books."

There is one infant school I have heard of where children are not allowed to borrow books from the library until they can read. Admittedly there are class readers, Janet and John I think, but until you have mastered them there is none of the joy of browsing through

varying degrees of reservation about accepting them as fellow citizens.

It existed between Pakistanis and Indians, and between Asian and white. This had led one member of the management team to visit the firm might employ only Asians. This exercise fostered in the more acute awareness of the ethnic mix of some aspects of the firm. It was not recognized by the management.

I would recommend such an experience to all teachers. It will face, and what many of our parents already face. Unfortunately this through first-hand experience might help shift some entrenched and unreasoning attitudes within the profession.

Brian Travis is now head of Duffcot Primary School, Derby.

Red brick among the rice fields

C. A. Milward visits an English school in a remote Nepalese village

Six miles north-east of Kathmandu, the picturesque capital of Nepal...

But few of them would realize that just a few hundred yards away there is a school growing up, supported by British aid...

Thus for Budhanilkantha School were drawn up in 1956 by the Ministry of Overseas Development in consultation with the Government of Nepal...

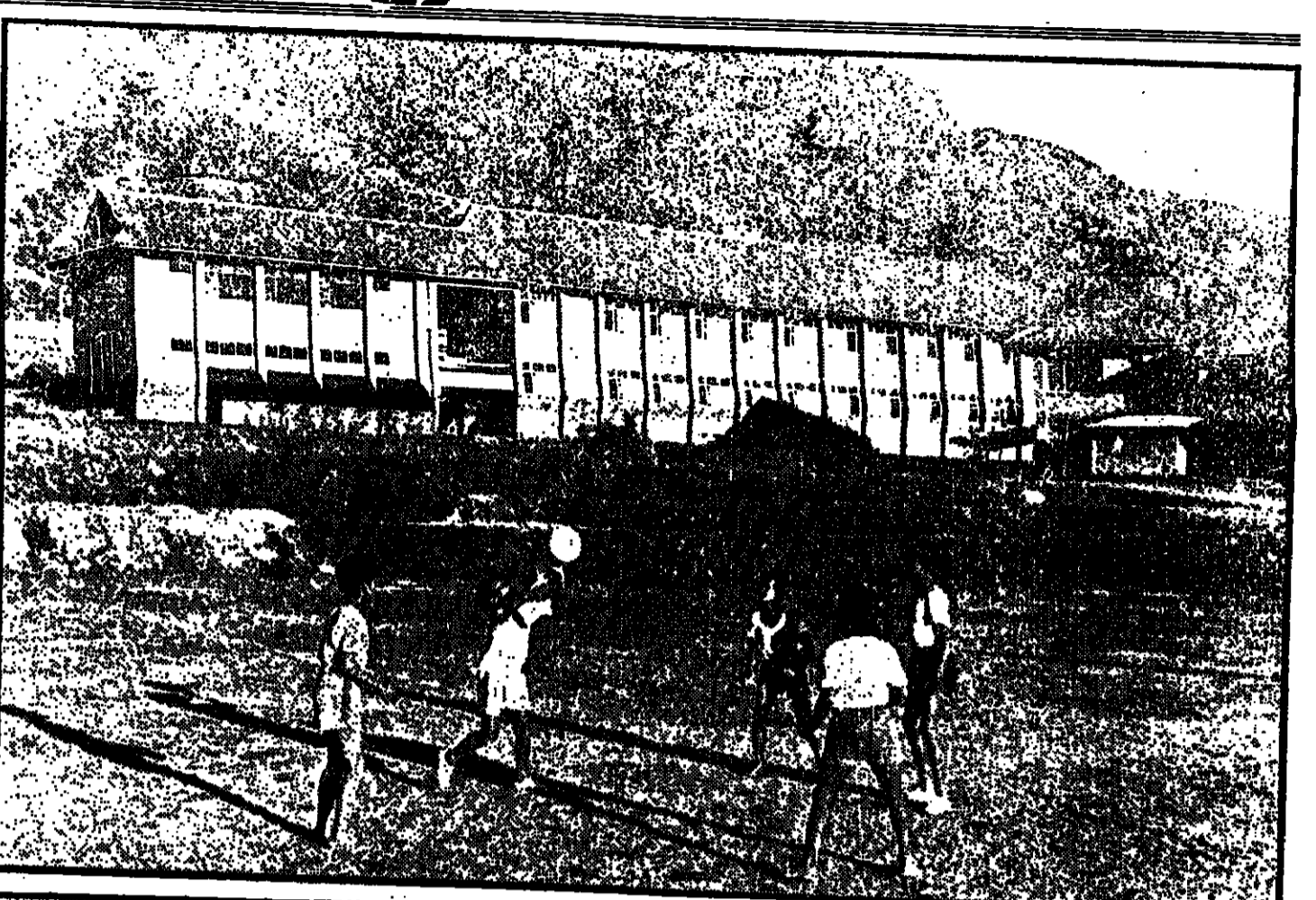
The principal, Peter Wakeman, arrived in Nepal late in 1971, and has guided the growth of the school since then...

Now ideas can make rapid progress in Nepal, the kingdom being the epitome of an overburdened bureaucracy...

Each year free places are offered to 25 boys each from a different district...

in November teachers travel throughout the country to select candidates...

Everyone learns English as a foreign language, but the basic medium is Nepali...



total strangers miles from their villages, and only nine years old. Every newcomer is paired up with a boy from the year above...

There is a core curriculum laid down by the Government, including Nepali, English, language, mathematics, science, social studies, and Physical Education...

at ease in English or Nepali. Mrs Wakeman has no specific role, but keeps very much in the background...

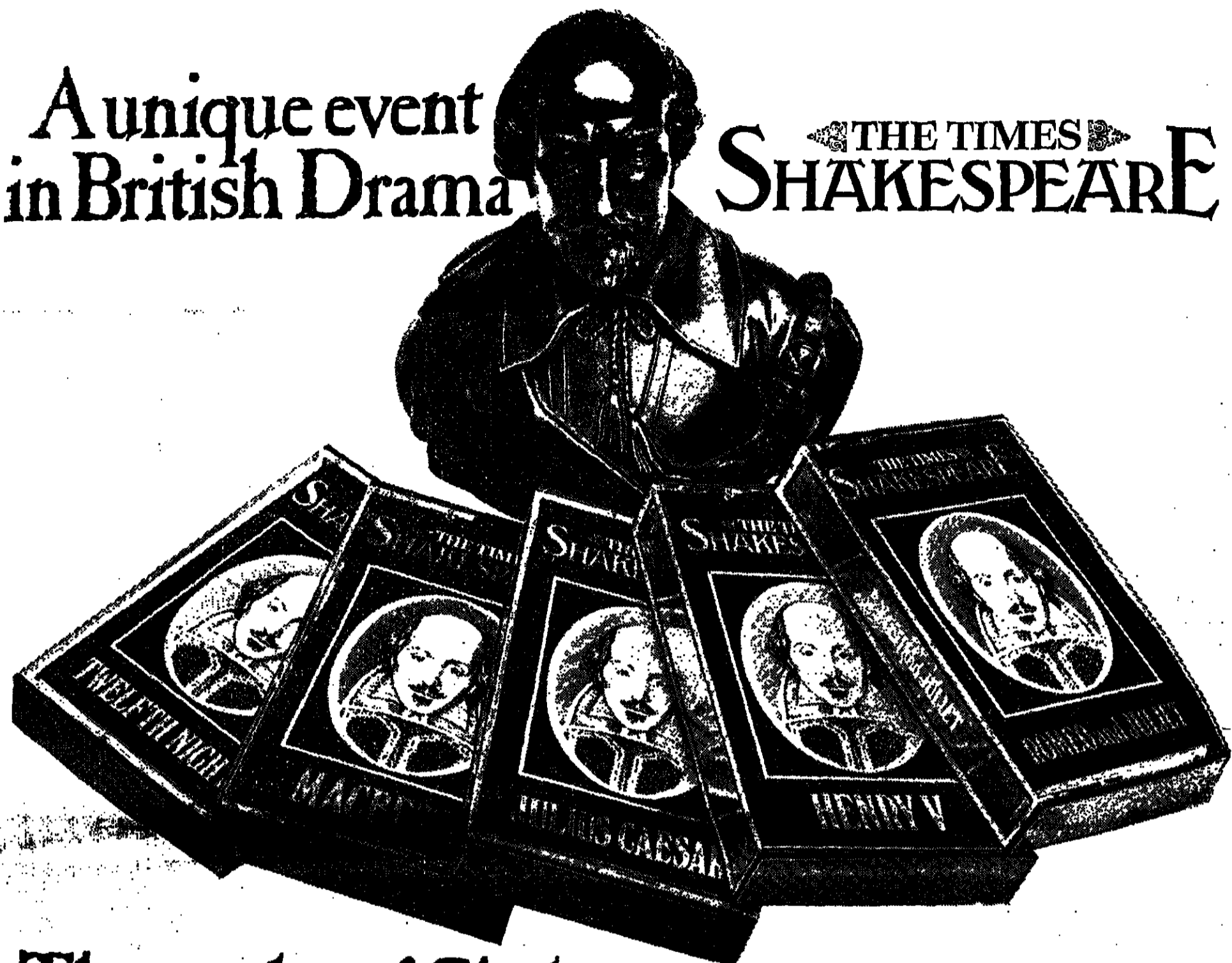
In a world where the political implications of foreign aid are increasingly significant, Nepal seems a wonderfully innocent land...

the Nepalese said the principal have no chip in their shoulder about colonialism, never having been colonized...

Nepal is a country at the crossroads of the twentieth century. The advanced socialism of China and centuries of Indian cultures are at opposite borders...

A unique event in British Drama

THE TIMES SHAKESPEARE



The works of Shakespeare on tape cassette, featuring leading British actors

The simple inexpensive way to build your own collection of Shakespeare's treasury. Ideal for schools, drama clubs, etc.

Our greatest literary heritage is now available on tape cassette. The Actors' Co-operative organised by AuthorTapes are producing taped adaptations of the works of Shakespeare. Times Newspapers Ltd, when they heard of the project, expressed their enthusiasm by lending their support. Each cassette, lasting approximately 60 minutes, will feature leading British actors and will include an introduction (prepared by Dr. Gareth Lloyd Evans and spoken by Leigh Crutchley) to set the plays in literary and historical context - plus a specially selected musical background. The directors are Frank Hauser and Charles Lefeaux.

SPECIAL OPPORTUNITY

The first five cassettes (stereo/mono compatible) are now available prior to general distribution as a special concession to readers of this journal. Please use the coupon to order. The price is £4.95 per cassette, inc. postage, packing and VAT.

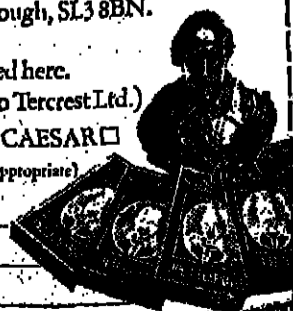
(Note: Also available through the Educational Productions Ltd catalogue.)

These are the first five tapes; others will be announced at regular intervals over succeeding months:

- TWELFTH NIGHT featuring Dorothy Tutin, Derek Godfrey, Diana Helwig
- MACBETH featuring Stephen Murray, Barbara Jefford, Marius Goring
- JULIUS CAESAR featuring Stephen Murray, Barbara Jefford, William Squire, John Rye
- HENRY V featuring John Rye, William Squire, John Gabriel, Julie Hallam
- ROMEO AND JULIET featuring Barbara Jefford, John Rye, Stephen Murray, Haydn Jones

The text is based on the NEW PENGUIN SHAKESPEARE.

If the Times Shakespeare, Tercrest Ltd, P.O. Box 80, Slough, SL3 8BN. (Reg. in England 1251135)
 Please send me The Times Shakespeare cassettes as marked here.
 I enclose my cheque/P.O. for £ (payable to Tercrest Ltd.)
 TWELFTH NIGHT MACBETH JULIUS CAESAR
 HENRY V ROMEO AND JULIET (Tick as appropriate)
 NAME _____
 ADDRESS _____



Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Teachers wishing to apply for a post in Scotland are advised to ask the Registrar, The General Teaching Council for Scotland (5 Royal Terrace, Edinburgh EH7 5AF) for information about eligibility for registration with the council.

Appointments Vacant	Humanities 31	Special Education	Preparatory Schools	Administration Local Education Authority General	38 38	Appointments wanted
Primary Education	Mathematics 31	Headships 33	Science 34	Child Care	38	Other classifications
Headships	Modern Languages 32	Deputy Headships Senior Masters/Mistresses 33	Technical Studies 34	Educational Psychologists	38	Educational Courses 39
Scale 1 Posts	Music 32	Independent Schools	Other than by Subjects 34	Librarians	38	Personal Announcements 40
Scale 2 Posts	Physical Education 32	Colleges of Further Education		Ancillary Services	38	Exhibitions 40
Scale 3 Posts	Religious Education 32	Universities		Miscellaneous	39	Entertainments 40
Middle School Education	Science 32	Colleges of Higher Education		Outdoor Education	39	For Sale and Wanted and Postal Shopping 40
Domestic Subjects	Social Studies	Classical		English as a Foreign Language	39	Home Exchange Holidays 40
Secondary Education	Speech and Drama	English				Proprietors for Sale and Wanted 40
Headships	Technical Studies 33	Geography				Typing and Duplicating 40
Scale 1 Posts	Other than by Subjects 33	History				
Scale 2 Posts	Appointments in Scotland 33	Mathematics				
Scale 3 Posts		Modern Languages				
Primary Education		Music				
Headships		Pastoral				
Scale 1 Posts		Religious Education				
Scale 2 Posts		Science				
Scale 3 Posts		Technical Studies				
		Other than by Subjects				

Primary Education

Headships

LAMBSHIRE
 LAMBSHIRE JUNIOR SCHOOL
 Applications are invited for the post of Head of this large junior school. The school is in Group 8 of the County Council.

Other Posts on Scale 2 and above

LEWIS
 LEWIS JUNIOR SCHOOL
 Applications are invited for the post of Head of this large junior school. The school is in Group 8 of the County Council.

Scale 1 Posts

KIRKLEES
 METROPOLITAN COUNCIL
 DIVISION OF EDUCATIONAL SERVICES
 KIRKLEES INFANTS SCHOOL
 Applications are invited for the post of Head of this large infant school. The school is in Group 8 of the County Council.

Other Posts on Scale 2 and above

LINCOLNSHIRE
 LINCOLNSHIRE JUNIOR SCHOOL
 Applications are invited for the post of Head of this large junior school. The school is in Group 8 of the County Council.

Scale 1 Posts

OXFORDSHIRE
 OXFORDSHIRE JUNIOR SCHOOL
 Applications are invited for the post of Head of this large junior school. The school is in Group 8 of the County Council.

Secondary Education

Remedial Posts

DERBYSHIRE
 DERBYSHIRE JUNIOR SCHOOL
 Applications are invited for the post of Head of this large junior school. The school is in Group 8 of the County Council.

By Subject Classification

ART AND DESIGN
 Applications are invited for the post of Head of this large junior school. The school is in Group 8 of the County Council.

Scale 1 Posts

OXFORDSHIRE
 OXFORDSHIRE JUNIOR SCHOOL
 Applications are invited for the post of Head of this large junior school. The school is in Group 8 of the County Council.

Scale 1 Posts

COVENTRY (City of)
 COVENTRY JUNIOR SCHOOL
 Applications are invited for the post of Head of this large junior school. The school is in Group 8 of the County Council.

Scale 1 Posts

HARNEY
 HARNEY JUNIOR SCHOOL
 Applications are invited for the post of Head of this large junior school. The school is in Group 8 of the County Council.

Economics

Other Posts on Scale 2 and above

MID GLAMORGAN
 MID GLAMORGAN JUNIOR SCHOOL
 Applications are invited for the post of Head of this large junior school. The school is in Group 8 of the County Council.

Scale 1 Posts

BARNET
 BARNET JUNIOR SCHOOL
 Applications are invited for the post of Head of this large junior school. The school is in Group 8 of the County Council.

Scale 1 Posts

KENT
 KENT JUNIOR SCHOOL
 Applications are invited for the post of Head of this large junior school. The school is in Group 8 of the County Council.

Scale 1 Posts

REDBRIDGE
 REDBRIDGE JUNIOR SCHOOL
 Applications are invited for the post of Head of this large junior school. The school is in Group 8 of the County Council.

Scale 1 Posts

CITY OF SALFORD
 CITY OF SALFORD JUNIOR SCHOOL
 Applications are invited for the post of Head of this large junior school. The school is in Group 8 of the County Council.

Geography

Scale 1 Posts

HILLINGDON
 HILLINGDON JUNIOR SCHOOL
 Applications are invited for the post of Head of this large junior school. The school is in Group 8 of the County Council.

Scale 1 Posts

WIRRAL
 WIRRAL JUNIOR SCHOOL
 Applications are invited for the post of Head of this large junior school. The school is in Group 8 of the County Council.

Scale 1 Posts

REDBRIDGE
 REDBRIDGE JUNIOR SCHOOL
 Applications are invited for the post of Head of this large junior school. The school is in Group 8 of the County Council.

Scale 1 Posts

CITY OF SALFORD
 CITY OF SALFORD JUNIOR SCHOOL
 Applications are invited for the post of Head of this large junior school. The school is in Group 8 of the County Council.

Scale 1 Posts

CITY OF SALFORD
 CITY OF SALFORD JUNIOR SCHOOL
 Applications are invited for the post of Head of this large junior school. The school is in Group 8 of the County Council.

BELFAST EDUCATION AND LIBRARY BOARD
CAIRMARTIN SECONDARY SCHOOL
 Ballygomartin Road, Belfast, 13
 (Re-advertisement)
 Applications are invited for the position of **PRINCIPAL**
 Cairnmartin is a co-educational school with an average daily enrolment at 31st December, 1976 of 1,519.
 A new building and the conversion of existing accommodation nearing completion includes extensive community and youth facilities. The Principal, with the assistance of specialist staff, will be responsible for all school/community activities.
 The school's points category is in the group 6,001/7,800.
 Application forms are obtainable at Board Headquarters or will be sent on receipt of a stamped addressed foolscap envelope. Completed applications must reach Board Headquarters (Room 25), 40 Academy Street, Belfast, BT1 2NQ, not later than 12.00 noon on Thursday, 15th September, 1977.
 Canvassing will disqualify.

County of Cleveland

SECONDARY SCHOOL

SCALE 1—TECHNICAL STUDIES

11-16 MIXED COMPREHENSIVE

SCHOOL

ROSECOFF SCHOOL (Roll 798)

Rosecroft Lane, Loftus, Saltburn, Cleveland, TS13 4PZ

A Teacher for TECHNICAL STUDIES (Woodwork)

Financial assistance with household removal expenses is available in approved cases. Further details and application forms are available from the Head Teacher of the address shown above and should be returned to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN, within 14 days of the appearance of this advertisement. Applications by letter only will not be accepted.

Lancashire County Council

LANCASHIRE EDUCATION COMMITTEE

CLOSING DATE 29th AUGUST, 1977

PRIMARY AND SPECIAL SCHOOLS

For application form send stamped addressed foolscap envelope to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN, unless otherwise stated.

SECONDARY SCHOOLS

Forms/further details from and return to the Head Teacher at the school. Stamped addressed envelope please.

SPECIAL EDUCATION

DEPUTY HEADSHIP

DARWEN Tullysallan Special School for 59 maladjusted children (15-18 years)

Group 45
Wide experience of working with children with behaviour and emotional problems required.

SECONDARY SCHOOLS

HEAD OF DEPARTMENT

Head of Department for the Physical and Practical Subjects, Stourton, Blaydon, near Newcastle. 1st January, 1978.

MUSIC DEPARTMENT

Scale 3

SCALE 1 POSTS

NEVESHAM HIGH SCHOOL

Lines Avenue, Morecambe (No. on roll 1,248, 11-16 mixed comprehensive)

1st September, 1977, or as soon after.

FREEDERICKSBURG

UP HOLLAND COUNTY HIGH SCHOOL (864 Mixed)

Bankers Road, Orrell, Wigan, WNS 7AL

Required immediately/1st January, 1978.

TECHNICAL SUBJECTS

SECONDARY Mathematics continued

Scale 1 Posts

DUBLIN

(Metropolitan Borough)

THE GRANGE SCHOOL

Grange Lane, Worsley, Greater Manchester (Roll 1,200)

1st January, 1978

TEACHER OF MATHEMATICS

Apply by letter to Mr. G. F. Lister, Headmaster, The Grange School, Grange Lane, Worsley, Greater Manchester, M25 2LP

ESSEX COUNTY COUNCIL

DAVENANT FOUNDATION TRAINING SCHOOL

Chestor Road, Loughton, Essex, ID18 5LD

Tel.: Theydon Hill 2668 (9)

(Roll 400)

Applicants should have a minimum of 12 years' experience in teaching Mathematics up to O level and a minimum of 2 years' experience in teaching Mathematics to A level and/or in the design of a Mathematics syllabus.

ESSEX COUNTY COUNCIL

TRINITY COMMUNITY SCHOOL

Trinity Road, Chelmsford, Essex (Roll 1,700)

1st January, 1978

TEACHER OF MATHEMATICS

Apply by letter to the Headmaster, Trinity Community School, Trinity Road, Chelmsford, Essex, CM1 2JL

HARLINGEY

HIGHGATE WOOD SCHOOL

Highgate Wood, Harrogate, N.H.

1st January, 1978

For further details write to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN

KENT COUNTY COUNCIL

GUILDFORD DIVISIONWOODLANDS SECONDARY MIXED SCHOOL Woodlands, Maidstone, Kent Apply by letter to the Headmaster, Woodlands School, Woodlands, Maidstone, Kent

LEICESTERSHIRE COUNTY COUNCIL

SOAN VALLEY JUNIOR AND COMMUNITY SCHOOLS

Soan Valley, Leicestershire

Apply by letter to the Headmaster, Soan Valley School, Soan Valley, Leicestershire

LEICESTERSHIRE COUNTY COUNCIL

MATTHEWSTON

Matthewston, Leicestershire

Apply by letter to the Headmaster, Matthewston School, Matthewston, Leicestershire

LEICESTERSHIRE COUNTY COUNCIL

REDBRIDGE

Redbridge, Leicestershire

Apply by letter to the Headmaster, Redbridge School, Redbridge, Leicestershire

LEICESTERSHIRE COUNTY COUNCIL

WEST SUSSEX

West Sussex, Leicestershire

Apply by letter to the Headmaster, West Sussex School, West Sussex, Leicestershire

Religious Education

Other Posts on Scale 2 and above

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT

CANTERBURY DIVISION

GENITHAM COUNTY SCHOOL

Genitham, Kent

Apply by letter to the Headmaster, Genitham School, Genitham, Kent

Other Posts on Scale 2 and above

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT

GRAVESEND DIVISION

SOUTHFIELD SCHOOL

Southfield, Kent

Apply by letter to the Headmaster, Southfield School, Southfield, Kent

Science

Other Posts on Scale 2 and above

BROMLEY

Bromley, Kent

Apply by letter to the Headmaster, Bromley School, Bromley, Kent

Scale 1 Posts

BURY

Bury, Essex

Apply by letter to the Headmaster, Bury School, Bury, Essex

Scale 1 Posts

BERKSHIRE

Berkshire

Apply by letter to the Headmaster, Berkshire School, Berkshire

LONDON

Audiologist

Apply by letter to the Director, Hampshire Area Health Authority, Winchester

Physical Education

Scale 1 Posts

HARLINGEY

Harlingeay, Lancashire

Apply by letter to the Headmaster, Harlingeay School, Harlingeay, Lancashire

Physical Education

Scale 1 Posts

HARLINGEY

Harlingeay, Lancashire

Apply by letter to the Headmaster, Harlingeay School, Harlingeay, Lancashire

Physical Education

Scale 1 Posts

HARLINGEY

Harlingeay, Lancashire

Apply by letter to the Headmaster, Harlingeay School, Harlingeay, Lancashire

LEICESTERSHIRE

ENGLISH MATHEMATICS H.O.

English Mathematics, Leicestershire

Apply by letter to the Headmaster, English Mathematics, Leicestershire

LONDON

WIRRAL

Wirral, Merseyside

Apply by letter to the Headmaster, Wirral School, Wirral, Merseyside

LONDON

BERKSHIRE

Berkshire

Apply by letter to the Headmaster, Berkshire School, Berkshire

Technical Studies

Other Posts on Scale 2 and above

BERKSHIRE

Berkshire

Apply by letter to the Headmaster, Berkshire School, Berkshire

Hampshire Area Health Authority

Audiologist

Apply by letter to the Director, Hampshire Area Health Authority, Winchester

Hampshire Area Health Authority

Audiologist

Apply by letter to the Director, Hampshire Area Health Authority, Winchester

CARE CONCERN

HEAD OF UNIT

Apply by letter to the Director, Care Concern, Winchester

CARE CONCERN

HEAD OF UNIT

Apply by letter to the Director, Care Concern, Winchester

CARE CONCERN

HEAD OF UNIT

Apply by letter to the Director, Care Concern, Winchester

LEICESTERSHIRE

ASSISTANT HEAD

Apply by letter to the Headmaster, Leicestershire School, Leicestershire

LEICESTERSHIRE

TEACHING POSTS

Apply by letter to the Headmaster, Leicestershire School, Leicestershire

LEICESTERSHIRE

TECHNICAL DRAWING/WOODWORK/METALWORK

Apply by letter to the Headmaster, Leicestershire School, Leicestershire

LEICESTERSHIRE

TECHNICAL DRAWING/WOODWORK/METALWORK

Apply by letter to the Headmaster, Leicestershire School, Leicestershire

LEICESTERSHIRE

TECHNICAL DRAWING/WOODWORK/METALWORK

Apply by letter to the Headmaster, Leicestershire School, Leicestershire

LEICESTERSHIRE

TECHNICAL DRAWING/WOODWORK/METALWORK

Apply by letter to the Headmaster, Leicestershire School, Leicestershire

LEICESTERSHIRE

TECHNICAL DRAWING/WOODWORK/METALWORK

Apply by letter to the Headmaster, Leicestershire School, Leicestershire

LEICESTERSHIRE

TECHNICAL DRAWING/WOODWORK/METALWORK

Apply by letter to the Headmaster, Leicestershire School, Leicestershire

LEICESTERSHIRE

TECHNICAL DRAWING/WOODWORK/METALWORK

Apply by letter to the Headmaster, Leicestershire School, Leicestershire

City of Manchester Education Committee

United otherwise stated all posts are available from September, 1977, and application forms, together with further particulars, are obtainable from the Head of the School, to whom they should be returned by 2nd September, 1977.

SCALE 1

ST. JOHN PLESSINGTON HIGH SCHOOL

Manchester

1. Teacher for RELIGIOUS EDUCATION. A part-time teacher (incorps.) is required for September 1977, or as soon as possible thereafter.

2. Teacher for RELIGIOUS EDUCATION. One (one only) from September 1977. The Scale of the Post will be determined according to the candidate's qualifications and experience. Application forms and further particulars for teaching in the following schools are available from the Headmaster, St. John Plessington High School, Manchester, M23 4JZ

3. ST. JOSEPH'S HIGH SCHOOL, Lindfield Road, Victoria Park, Manchester, M12 8JF

For further details write to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN

ilea Secondary Vacancies for September 1977

INNER LONDON EDUCATION AUTHORITY

Commerce (Office Skills) Design and Technology French

with other language at subsidiary level

Home Economics Mathematics Physics

Appointments will be made to a scale 1 post in the Authority's general teaching service, Inner London Allowance (£402) payable in addition to the Burnham salary.

For the appropriate application form please write to the Education Officer (TS2), Room 67, The County Hall, London SE1 7PB, stating whether the application is for a first appointment or not, or you are welcome to telephone 01-633 3101 for further details.

SURREY COUNTY COUNCIL

COMPREHENSIVE

POSTS OF RESPONSIBILITY

HORLEY COURT LODGE

COMPREHENSIVE

MATHEMATICS teacher

required to teach subject throughout the school, including Sixth Form. Grade 2 post for suitable applicant. Telephone—Area Education Officer, Redhill 684411.

SCALES 1 POSTS

ADDLESTONE, THE MEADS SCHOOL

MATHEMATICS teacher required to take subject throughout the school up to GCSE and GCE 'O' level. Telephone—Area Education Officer, Woking (Woking 4811).

BANSTEAD, NORK PARK COUNTY SECONDARY

METALWORK and M.V.M. teacher required.

OXFORD COUNTY

HISTORY or GEOGRAPHY or combination of both, teacher required.

ART and CRAFT teacher required.

SCIENCE teacher required.

For details of the above four posts—Telephone: Area Education Officer, Redhill 684411.

Application forms available on receipt of a stamped, addressed foolscap envelope from the County Education Officer, County Hall, Kingston upon Thames, KT1 2DJ.

(The Authority will not be advertising every individual Scale 1 post but a complete list of vacancies will be sent upon receipt by the County Education Officer of a stamped, addressed, foolscap envelope. The next edition of this vacancy list will be published after the commencement of the Autumn Term in early September.)

Sixth Form and Tertiary Colleges

SCALE 1 POSTS

CITY OF SALFORD

Head of Department

WALTHAM FOREST

Head of Department

WALTHAM FOREST

Head of Department

BELFAST EDUCATION AND LIBRARY BOARD
Applications are invited for the undermentioned post.
RESIDENT INSTRUCTOR
Drumella House, Carnlough, co. Antrim, N. Ireland
SALARY: Equivalent to Teacher's Salary Scale II £2,655-£4,212 plus £312 per annum plus Phase II pay supplements.
Drumella House, situated on a two acre site on the outskirts of Carnlough on the Antrim coast, is a residential centre for Outdoor Educational Activities, and caters for a wide range of activities including field studies, outdoor pursuits and residential conferences for school children, youth groups and teachers.
QUALIFICATIONS: Applicants should preferably have experience in field studies, in geography and/or biology and should be either trained teachers or hold other relevant qualifications.
DUTIES: include the running of courses, supervision of visiting staff and students, developing field studies, advising schools and youth groups and any other duties which are considered necessary for the operation of the centre.
The person appointed will be offered free single accommodation (including meals) in Drumella House.
RECRUITMENT: The post is open to male and female applicants.
Applications form may be obtained from the Personnel Officer, Board Headquarters, 44 Academy Street, Belfast BT7 2SQ. Telephone (0232) 29211 Ext. 234/242.
Completed applications must be returned to the Personnel Officer not later than 4.00 p.m. Friday, 2 September, 1977.

CASELL & COLLIER
MACMILLAN PUBLISHERS
English Language Teaching Representative
We are looking for an E.L.T. specialist to increase our sales and promotion efforts in Europe and to develop new markets for a rapidly expanding list. The ideal applicant should have a sound knowledge of the E.L.T. field and current developments, and will probably have several years experience in EFL teaching and/or some sales experience.
We expect this post will entail 4-6 months travelling per year.
We can offer an attractive salary and usual benefits including luncheon vouchers and four weeks holiday per annum.
Please reply in writing to:-
Personnel Manager,
Casell & Collier Macmillan Publishers Ltd.,
35 Red Lion Square,
London WC1R 4SG.

Carreras Rothmans

Employee Communications Co-ordinator Theory into practice

Carreras Rothmans, the UK's largest exporter of tobacco products, is expanding considerably in response to world-wide demand.
In the achievement of its objectives the company is committed to the improvement of its participative operating style. We believe that the fullest involvement of all employees is essential to our continuing success.
We require a communications professional who seeks the opportunity to demonstrate that effective communications pays for the company and its stakeholders.
We expect the candidate to be 28-35, a graduate with experience of lecturing or working in the field of employee communications. His or she will ideally have had some industrial/personnel experience but this is not essential.
Salary will be attractive and excellent employment conditions include relocation assistance to Aylesbury where appropriate, BUPA and pension scheme.
Please write for an application form to:
David Harris,
Personnel Department,
Carreras Rothmans Limited,
Oxford Road,
Aylesbury,
Bucks.

EDUCATIONAL COURSES continued
ENGLISH Language School Holiday
The English Language School Holiday...
TEACHING ASSISTANTS
The post is open to male and female applicants.
PERSONAL LOANS UP TO 100%
For Franchises and other professional persons...
MORTGAGES UP TO 100%
For Franchises and other professional persons...
PERSONAL LOANS UP TO 100%
For Franchises and other professional persons...
THE SCHOOL THEY TALK ABOUT ON THE RADIO
In four broadcasts the work of the L.S.E. has been covered by successful students who have both attended the summer school and personal coaching by correspondence...
SAVE UP TO 45% ON RECOMMENDED RETAIL PRICES
Send today for free brochure...
FOR LOANS AND MORTGAGES
HOLIDAY AND PERSONAL LOANS
IMMEDIATE ADVANCES

For Sale and Wanted and Postal Shopping
CARPETS FURNITURE FABRICS
Up to 35 per cent DISCOUNT...
HOLIDAYS and Accommodation
ATTENTION GROUP ORGANIZERS
CHANNEL ISLANDS
FEATHERBED WEEKEND HOLIDAYS
FIELD STUDIES
INTERNATIONAL LANGUAGE CLUB
ATHENS from £25.00
HOTEL FOR LADIES
INEXPENSIVE FLIGHT to Europe
PAINTING HOLIDAYS in Dorset
Home Exchange Holidays
EUROPE CANADA HOLIDAY
Properties for Sale and Wanted
INDEPENDENT RESIDENTIAL COLLEGE OF FURTHER EDUCATION FOR SALE
PHYSICS BENCHES and apparatus
RECEPTION (Infant) Teachers
UP TO 35 PER CENT DISCOUNT

Summer Vacation August and September
Overnight accommodation in LSE Residences
Individuals/School parties welcome
Enquiries:
Miss Michele Baillieux
London School of Economics
Houghton Street, London WC2A 2AE
Tel: 01-405 7686 Ext. 741

THE TIMES Higher Education SUPPLEMENT

Join the academic numbers every Friday

THE TIMES Higher Education SUPPLEMENT

Obtainable at newsagents every Friday—Price 18p

THE TIMES Higher Education SUPPLEMENT

Obtainable at newsagents every Friday—Price 18p

WJUN 1975

